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The New York City Board of Education's curriculum for grades three through six, particularized for high school tutors engaged in a compensatory, supportive tutorial program with students at these grade levels (the Homework Helper Program) is presented. Broad objectives of the curriculum are specified, featuring the development of character, pride and respect for American heritage, health attitudes, individuality, learning skills, inquiry abilities, appreciation of beauty, interpersonal competence, and an awareness of economic processes. Curriculum areas (including language arts, social studies, mathematics, the arts, and physical activities) are presented with their specific time allotments for each grade level. The remainder and major portion of the document defines each curriculum area with specific objectives and scope for the four grade levels. (SM)

OE/BESE
TITLE I

THE ELEMENTARY SCHOOL CURRICULUM
GRADES 3, 4, 5, 6

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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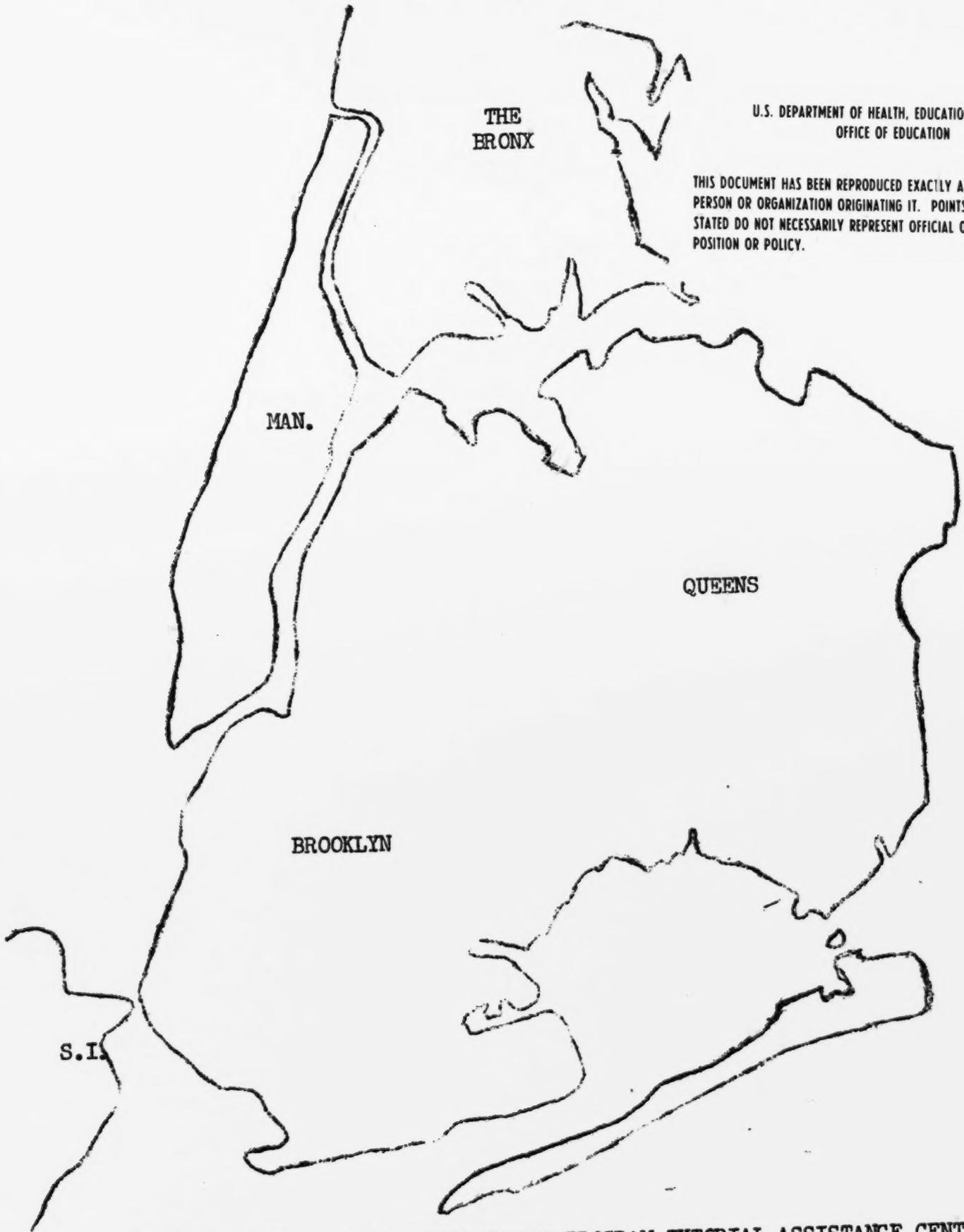

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HOMEWORK HELPER PROGRAM

THE ELEMENTARY SCHOOL CURRICULUM
GRADES 3, 4, 5, 6

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INTRODUCTION

The Homework Helper Program has been conducted by the New York City Board of Education since February, 1963. Since then, approximately 4500 young high school students or graduates have been employed as tutors for elementary and secondary school pupils. Young men and women who are selected to serve as tutors are assigned to one of our 125 Homework Helper Centers where they work under the supervision of a regularly licensed New York City teacher.

The Homework Helper Program must be considered compensatory and supportive. It is compensatory in that it is designed to compensate for the various social, economic, and educational deprivations of the children enrolled. It attempts to do this by giving the youngsters enrolled as pupils, additional hours of school work and the attention of individualized tutorial sessions. It is supportive in that the master teachers and tutors attempt to support the regular classroom teachers in their work of education. The youngsters enrolled in the Homework Helper Program attend regular classes from 9 in the morning until 3 in the afternoon. It is important therefore, that tutors are aware of the educational content and curriculum of regular classroom instruction.

Communications among the tutors, master teachers and classroom teachers is also important if we are to avoid an educational program which goes in various directions at the same time instead of toward a common goal. Your master teacher will work with you in setting up a formalized communication between you as tutor and your pupil's classroom teacher. Usually this communication will take the form of a written report from you to the teacher. In this report you will outline what you have been doing and plan to do with your pupil. You will also ask the classroom teacher

for specific suggestions regarding tutorial instruction which the classroom teacher may suggest to you. These communications are then sent back to you and give you leads regarding specific shortcomings in various curriculum areas which you can then concentrate upon in your tutorial sessions.

OVERVIEW OF THE ELEMENTARY CURRICULUM

It is important for you to know something about the aims and objectives of elementary education in N.Y. City. The following specific objectives have been accepted by the Public School System in New York City:

1 - Character - To develop the basis for rich, useful, moral and ethical living in a society promoting the common welfare.

2 - Our American Heritage - To develop pride and faith in American Democracy and respect for the dignity and worth of individuals and people, regardless of race, religion, and nationality or socio-economic status.

3 - Health - To develop and maintain a sound body and to establish wholesome mental and emotional attitudes and habits.

4 - Exploration - To discover, develop and direct individual interests and abilities.

5 - Knowledge and Skills - To develop command, in accordance with ability, of the necessary learning habits and skills.

6 - Thinking - To stimulate the inquiring mind and sound thinking functionally necessary for the development of reasoning based upon adequate hypotheses, supported by fact and principles.

7 - Appreciation and Expression - To develop an appreciation and enjoyment of beauty and to develop powers of creative expression.

8 - Social Relationships - To develop desirable social attitudes and relationships within the family, the school, and the community.

9 - Economic Relationships - To develop an awareness and appreciation of economic processes and of all who serve in the World of Work.[1]

CURRICULUM AREAS

The curriculum is organized into seven areas as a convenience in grouping activities, experiences, and subject matter. Actually a great deal of overlapping is in evidence. There are, for example, elements of language arts in every situation. The following allotments of time have been suggested for the third grade pupils:[2]

	% of Time
Language Arts Group - Speech, Conversation, Discussion, Reading Writing, Spelling, Literature, Usage.....	30%
Social Studies.....	10%
Science, Health Teaching.....	10%
Mathematics.....	10%
Arts and Crafts - Music, Drawing, Painting, Dramatization, Building & Constructing	20%
Physical Activities, Trips, Games.....	20%

The suggested time allotment for classes in grades 4, 5, and 6 are as follows.....

	% of Time
Language Arts Activities.....	30%
Social Studies and Citizenship.....	20%
Science, Health Teaching.....	15%
Mathematics.....	15%
Arts and Music.....	10%
Planned Physical Activities, Trips and Games	10%

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[1]Board of Education of the City of New York, Curriculum Development in the Elementary Schools. (New York: Board of Education, 1958), p.2.

[2]Ibid. P.7.

THE LANGUAGE ARTS CURRICULUM

The general objectives of the Language Arts in the New York City schools have been stated as follows:

1. To help children participate with maximum effectiveness in situations involving the organization, assimilation, and expression of ideas.

2. To help children acquire the specific language skills of listening, speaking, reading, writing, spelling, handwriting and studying.

3. To acquaint children with good literature and to create and sustain an interest in reading it.

4. To broaden children's experiences through the mass media and to teach a discriminating and effective use of these media.

5. To stimulate an interest in language and to extend children's appreciation of its development, beauty, function, power, and significance as a tool of learning.

6. To help children develop ethical standards, make sound judgments and assume moral responsibility for their spoken and written word.[1]

The Scope of the Language Arts in Grades 3 and 4 has been outlined as follows:[2]

1 - Reading and Literature -

Developing facility and versatility in reading with balance between silent and oral reading.

Development of work study skills.

Reading appropriate poems and stories for appreciation, memorization, and broadening of interests.

Extending library skills through the use of the class, school and public libraries.

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[1]Ibid. P. 16.

[2]Ibid. P. 17.

2 - Oral Communication -

Providing opportunities for talking to and with others in oral speaking, dictating, delivering messages, reading to others, reciting poetry, spontaneous reporting, story telling, conversation, discussion, dramatic play, evaluation, interviews, introductions, planning, telephone conversation, giving directions, broadcasting, describing, telling anecdotes, jokes, riddles, taking part in elections and creative dramatics.

Maintaining, developing and refining the social and communication skills needed to carry on the activities listed in this section.

Listening, observing.

Maintaining and improving techniques of listening and sharpening the powers of observation to first hand experiences and to visual media.

3 - Written Communication -

Compiling lists, addressing envelopes, etc.

Writing cooperatively or independently composed verse and prose of factual and expressional type.

Writing sentences and paragraphs from dictation.

4 - Mechanics of Oral and Written Communication.

Spelling. - Words based on difficulty and frequency of use in written work.

Alphabetization and dictionary skills.

Word attack and word study methods.

Correction of errors.

Handwriting. Transition from manuscript to cursive writing.

Maintaining, developing, and refining mechanics.

Sentence and paragraph development.

The scope of the Language Arts in grades 5 and 6 has been listed as follows:[1]

1 - Reading and Literature

Continued progress and extension in reading and word study skills.

Reading appropriate poems and stories for enjoyment, appreciation, memorization, broadening of interest, and refinement of literary taste.

Developing advanced library skills through the use of the class, school and public libraries.

2 - Oral Communication -

Speaking - Providing opportunities for talking to and with others in situations outlined in grades 3, 4, and in addition, forums, panel discussions, dramatic art, meetings.

Maintaining, developing and refining the social and communications skills needed to carry on the activities listed in this and the previous section.

Listening, observing, developing critical listening and sharpening powers of observation in first hand experiences and to visual media.

3 - Written Communication - *Maintaining and refining activities of previous* grades and taking notes, compiling a bibliography, preparing simple outlines, work and narrative charts, legends and keys.

4 - Mechanics of Oral and Written Communication

Spelling - Words based on difficulty or frequency of use in written work. Alphabetization and dictionary skills, word attack and word study methods.

Carrying on supporting activities.

Correction of errors.

5 - Handwriting - Developing and refining mechanics. Sentence, paragraph, plot and story development.

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[1] Ibid. pp. 17-18.

MATHEMATICS

The objectives of elementary school mathematics in New York City have been described as follows::

1. To develop mathematical concepts and understanding of relationships among measures, numbers and processes.

2. To develop mastery of basic number facts and techniques of computation.

3. To use mathematical knowledge and computational skill in solving problems.

4. To develop interest and assurance in using mathematics for the purpose of solving problems in children's experiences.[1] The Mathematics program in New York City is developmental. Children are taught to progress from the concrete to the abstract, two steps which are called developmental levels of learning. These have been described as follows:

1 - Experiences - The mathematics is derived from children's experiences.

2 - Representative materials - Concrete materials are used by children to represent the mathematics in their experiences and to help them think out mathematical principles.

3 - Thinking through of mathematical relationships - Concepts grow and are clarified and understanding and insights are developed as children derive relationships among numbers and processes and other mathematical ideas. Children learn to arrive at a mathematical solution in a number of ways.

4 - Written Computation - Mathematical insights are further developed as children do written computation. At first children use mathematical symbols as records of the mathematical experiences. Children compute in a variety of ways as they think out solutions to problems. Finally, they learn to

[1]Ibid. p. 19.

compute in conventional ways. All of these contribute to the development of insight and facility in computation and problem solving.[1]

Scope of the Elementary School Mathematics Program -

Grade 3 -

1 - Extended concepts of bulk and liquid, distance, place, shape, speed, temperature, time weight: understanding and use of nonstandard measures of bulk and liquid, size, distance, weight: understanding and use of standard measures of liquid, length, temperature, time, weight.

2 - Concepts of halves, fourths, and thirds.

3 - Numbers through 20: groups, money, place value, addition and subtraction facts, column addition, concepts of multiplication and division - 2's, 3's, 4's, 5's.

4 - 2 and 3 place numbers: place value, money, understanding and use of addition and subtraction with 2 place numbers.

Grade 4 -

1 - Extended concepts of bulk and liquid, distance, place, shape, size, speed, temperature, time, weight: extended understanding and use of non-standard measures of bulk and liquid, size, distance, (length), time, weight; extended understanding and use of standard measure of liquid, length, temperature, time, weight.

2 - Understanding and use of halves, fourths, eighths, thirds; addition and subtraction with these fractions.

3 - Extended understanding through 4-place numbers, understanding of the Roman number system.

[1]Ibid. p. 19.

4 - Understanding and use of subtraction with 2 and 3 place numbers.

5 - Extended understanding of multiplication facts and related division through 9's. (nines).

6 - Understanding and use of multiplication by 1 - place multipliers.

7 - Understanding and use of division by 1 - place divisers.

Grade 5

1 - Extended concepts of bulk and liquid, distance, place, shape, size, speed, temperature, time weight: extended understanding and use of non-standard measures of bulk and liquid, length, (size and distance), time, weight; extended understanding and use of standard measures of liquid, length, temperature, time weight; understanding and use of fractional parts of measures.

2 - Extended understanding of the numbers through 5, 6, and 7 place numbers.

3 - Extended understanding and use of addition and subtraction through 4-place and larger numbers.

4 - Extended understanding and use of multiplication and division of 1-place numbers.

5 - Understanding of multiplication and division of 2-place numbers.

6 - Extended understanding and use of fractions through 12ths.

7 - Understanding and use of addition and subtraction with fractions and mixed numbers.

Grade 6

1 - Extended concepts of bulk and liquid, distance, place, shape, size, speed, temperature, time, weight; extended understanding and use of non-standard measures of bulk and liquid, length, time, weight; extended understanding and use of standard measures of length, liquid, temperature, time,

weight; extended understanding and use of fractional parts of measures; understanding of denominate numbers.

2 - Extended understanding of larger numbers and use in addition and subtraction.

3 - Extended understanding and use of multiplication and division by 1- and 2-place numbers; by larger multipliers and divisers, for more mature children.

4 - Extended understanding and use of fractions through hundredths.

5 - Understanding and use of addition and subtraction with fractions and mixed numbers, of multiplication and division of fractions and mixed numbers by whole numbers.

6 - Concepts of decimals and percents, addition and subtraction of decimals and mixed decimals, multiplication and division of decimals and mixed decimals by whole numbers.[1]

SOCIAL STUDIES

The objectives of the New York City Social Studies curriculum have been expressed as follows:

1 - To acquire basic knowledge, skills, and concepts in Geography, History and Civics.

2 - To develop good human relationships.

3 - To develop character and ethical standards.

4 - To acquire habits of critical judgment.

5 - To develop the desire and ability to participate and work together in a democratic environment.

[1] Ibid. p. 19-20.

6 - To develop the interest and attitude fundamental to a faith in the ideal of American democracy.[1]

SCOPE OF THE SOCIAL STUDIES PROGRAM

Broad Topics - Grade 3.

1 - Food, clothing, homes - protecting the things we use.

A - How and where we get our food.

B - How we get and care for our clothing.

C - What kind of houses we have.

D - How we can protect the things we use.

2 - Transportation and communication.

A - How we travel and send goods from place to place.

B - How we communicate with one another.

3 - Health, safety, and recreation.

A - How we can keep safe and healthy.

B - How we can have fun.

4 - Living in old New York.

A - How the Indians lived in this locality.

B - How the Dutch lived in New Amsterdam.

Grade 4.

1 - Our city - New York

A - How and why our city grew.

B - How New Yorkers make a living.

C - What our government does for us.

D - How we get our water supply.

2 - Living in other communities in the United States.

A - How people live in different communities in New York City.

B - How people live in a small American community.

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[1] Ibid. p. 26.

3 - How people live in distant lands.

A - How people live in a tropical land.

B - How people live in a cold land.[1]

Grade 5.

1 - How the colonists became Americans.

A - How America came to be discovered and explored.

B - How the colonies were settled and developed.

C - How the colonies gained their independence.

D - How the country developed its government.

2 - How we opened up the middle west.

A - Why the pioneers moved westward.

B - How the middle west was settled.

C - Why the middle west grew.

D - Ways of living and how they have changed, 1800 to the present.

3 - How we explored and settled the west.

A - Why the pioneers continued to move farther west.

B - How the west opened up.

C - How the west was settled and developed.

4 - How the south grew and changed.

A - How the old south developed.

B - The Civil War.

C - How the south emerged.

5 - How Americans have developed a great nation.

A - How our resources aided in its growth.

B - How our resources made possible a variety of occupations.

C - Significant contributions of outstanding Americans who have enriched our lives.

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[1]Board of Education, Grade Guide: 3-4 (Board of Education, New York: Board of Education, 1962), pp. 111, 112.

Grade 6

1 - How we became the modern United States.

A - How the spread of democratic ideals made for a better America.

B - How the machine age affected national progress.

2 - How we are linked to the other Americas.

A - How the history of Latin America and Canada influenced their governments.

B - Why the other Americas are inter-dependent.

C - How great leaders help their people.

3 - How we work with other countries.

A - How geographic factors influence world progress.

B - How the people of Europe live and work.

C - How the people of Asia, Africa and Australia live and work.

D - Our relationship with other people.

4 - How we have worked for a better world.

A - How we help people in other places.

B - How the idea of world peace developed.

C - How the United Nations works for world peace.

5 - Living in the United States today.

A - How living and working conditions have improved.

B - How we are governed.

C - How mass media affect us.[1]

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[1] Board of Education, Grade Guide: 5-6 (New York: Board of Education 1962) p. 146.

SCIENCE

The objectives of the New York City science curriculum have been outlined as follows:

1 - To help children acquire an understanding of their relationship with the environment.

2 - To help children grow in the ability to think clearly and logically (scientific thinking) and in the ability to distinguish fact from fancy, or proven principle from superstition.

3 - To help children solve problems and discover new facts by using the methods of science, as: experimenting, observing, reading.

4 - To help children gain experience, develop skills, and acquire confidence in the use of the various methods of finding answers to questions.

5 - To help children broaden their interest in the world about them and develop an appreciation of the rhythm and orderliness of natural phenomena.

6 - To help children gain an appreciation of the potentialities of science for the improvement of human welfare; and of the dangers of its misuse.

7 - To help children grow in the moral and spiritual values which exalt and refine the life of the individual and society.

8 - To help children develop an abiding interest in science and scientific pursuits.

Sequence of Topics

Seven major topics are taught in all elementary grades. These broad topics are as follows:

1 - Magnetism and electricity.

2 - The earth in space.

3 - Living things.

4 - Sound and light in communication.

5 - Weather

6 - Motion and force in transportation.

7 - The earth and its resources.

Detailed material in each of these topic areas is included in a series of seven handbooks published by the New York City Board of Education. Teachers select topics according to the timeliness of the subject matter, the possible coordination of other curriculum areas, and the needs and interests of the children.[1]

Other Curriculum Areas

The elementary school curriculum also includes activities relating to art, music and health education. In order to help tutors fully comprehend the elementary school program, the objectives of each of these curriculum areas are included here.

ART

The specific goals of the art program have been stated as follows:

1 - To provide an additional means of communicating ideas and feelings.

2 - To develop habits of orderly and creative thinking.

3 - To release the creative urge through individual experimentation with various art materials.

4 - To develop an awareness and appreciation of beauty.

5 - To develop manipulative skills in the use of varied materials, tools and processes.

6 - To develop an appreciation of color, proportion, design and texture.[2]

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[1] Ibid. p. 149.

[2] Board of Education, Curriculum Development in the Elementary Schools, (New York: Board of Education, 1958), p. 10.

MUSIC

The specific goals of the elementary music program have been stated as follows:

1 - To develop an appreciation and love for music.

2 - To gain pleasure through singing, listening, playing instruments, creating and responding to rhythms.

3 - To sing rote songs, observation songs and reading songs with good tonal quality.

4 - To play instruments of the rhythm band, orchestra and band.

5 - To create melodies and rhythms as a means of expressing ideas and emotions.

6 - To recognize and develop taste for music of a high quality.[1]

HEALTH EDUCATION

The objectives of the elementary school health education program have been outlined as follows:

1 - To improve and maintain the health of each child.

2 - To develop desirable attitudes and habits of health and safety.

3 - To impart knowledge that will help each child to protect his own health and safety and the health and safety of others.

4 - To develop skills in recreational activities for the enjoyment of present and future leisure time.

5 - To correct remedial defects.

6 - To develop sportsmanship, team work and other desirable social behavior.

7 - To enlist parental cooperation in maintaining and improving children's health.

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[1] Ibid. p. 14

Summary

As stated earlier, the Homework Helper tutor is engaged in a compensatory educational program designed to support the work of the classroom teacher. The individualized attention received by the pupils in their tutorial sessions will help to compensate for the educational disadvantages of our pupils. A knowledge of the school curriculum will enable the tutor to engage in tutorial activities which support regular classroom instruction. Some tutors may be interested in a more detailed analysis of the regular curriculum than can be presented here. They are referred to two main sources both published by the New York City Board of Education. These are the publications known as Grade Guide: 3-4 and Grade Guide: 5-6. Each of these publications in turn contains a detailed bibliography including a listing of all pertinent Board of Education publications. If you, as a tutor, are interested in a study of these publications, it is suggested that you consult with your master teacher. A study of these publications is expecially recommended for tutors who are considering teaching as a career.